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ABSTRACT

Intended for teachers of preschool and kindergarten children, this manual is designed to share effective practices and products that have been either developed or refined by pre-elementary Right to Read programs. The first section of the manual discusses a variety of activities that focus on cognitive, language, personal/social, and motor development. Other sections of the manual discuss methods of involving parents in the preschool reading programs, formal and informal methods of assessing the strengths and weaknesses of children in the various skills areas, and components of the preelementary classroom. (RL)

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ED197338

Promising Practices for Teachers

In Pre-Elementary Right-to-Read Programs

Manual III

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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U.S. Department of Education
Shirley Hufstedler, Secretary

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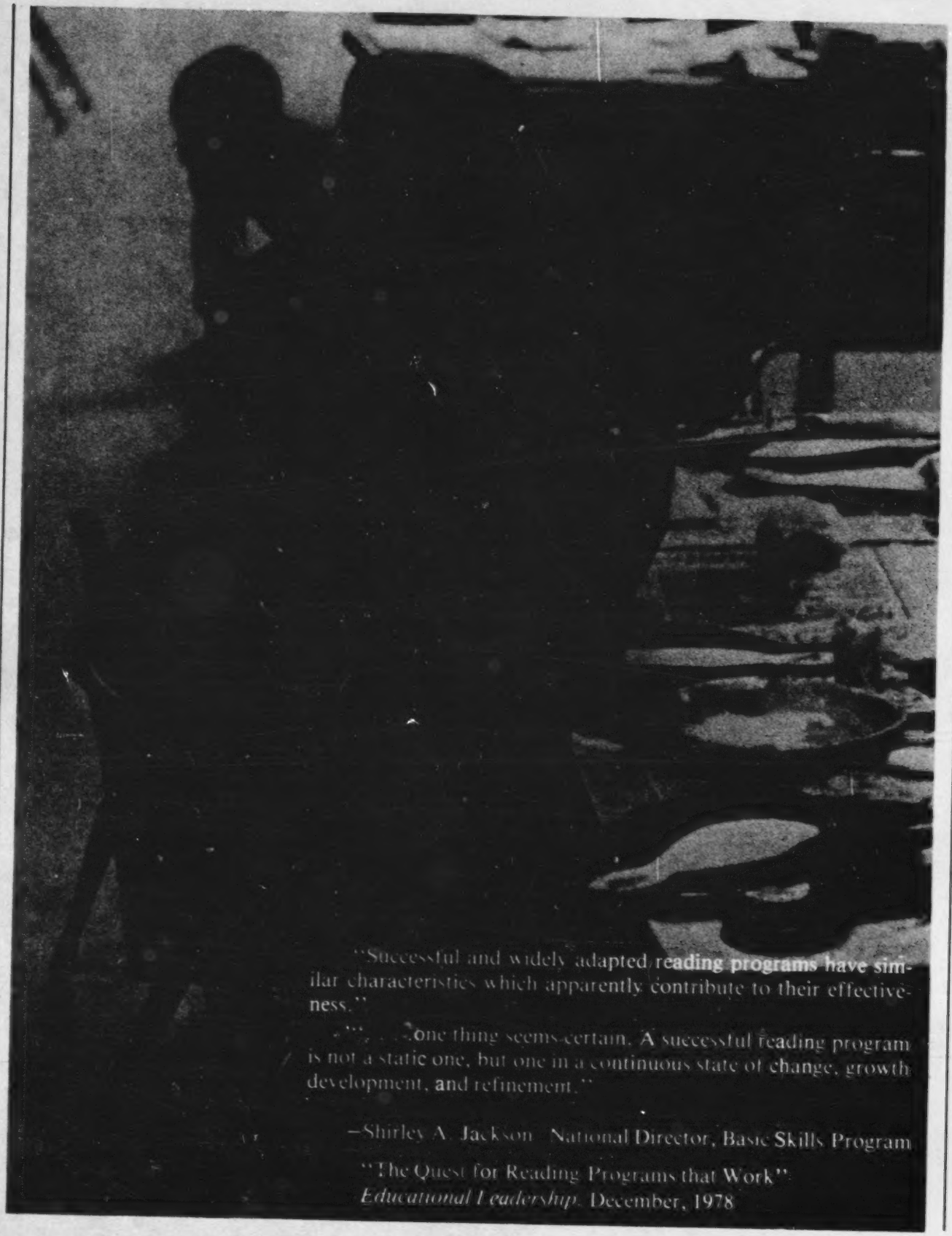

"Successful and widely adapted reading programs have similar characteristics which apparently contribute to their effectiveness."

"... one thing seems certain. A successful reading program is not a static one, but one in a continuous state of change, growth development, and refinement."

—Shirley A. Jackson National Director, Basic Skills Program

"The Quest for Reading Programs that Work"
Educational Leadership. December, 1978

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PREFACE

This manual for teachers is to be used in conjunction with the manuals for parents and administrators. There is an interrelationship of ideas which makes this most important.

Space for notes and ideas are provided in each section. Jot them down *as you read.*

Program Listing

Programs listed here are those included in this manual. Each reference cited in the manual has been assigned a number by Children (1st) First, Inc. This is designed to give full credit for material used.

3. Corona-Norco Unified School District
300 Buena Vista Avenue
Corona, CA 91720

7. Spanish Education Development Center
1840 Kalorama Road, N.W.
Washington, D.C. 20009

14. Hutchinson Public Schools USD
1520 North Plum
Hutchinson, KS 67501

17. Northeast LA University and Monroe City Schools
Strauss Hall #230
Northeast Station
Monroe, LA 71209

18. Roman Catholic Church of the Diocese of Baton Rouge
1800 S. Acadian Thruway
P.O. Box 2028
Baton Rouge, LA 70821

19. Boston University School of Education
765 Commonwealth Avenue
Boston, MA 02215

21. Sault Ste. Marie Area Public Schools
Compensatory Education Division
460 West Spruce Street
Sault Ste. Marie, MI 49783

22. Detroit City School District
5057 Woodward Avenue
School Center Building, Rm. 874
Detroit, MI 48202

23. Brainerd Ind. School District #181
300 Quince Street
Brainerd, MN 56401

25. S.W. & West Central Ed. Cooperative Service Unit
Marshall, MN 56258

28. Broken Arrow Public Schools
112 North Main
Broken Arrow, OK 74102

30. Philadelphia School District
Affective Educ. Program
21st St., So. of the Parkway
Room 323
Philadelphia, PA 19103

31. Fairfield County Board of Education
Education Service Center
Region V, P.O. Box 1069
Lancaster, SC 29720

32. Carroll County Board of Education
P.O. Box 510
Huntingdon, TN 38344

35. Prince Edward County School Board
P.O. Box 427
Farmville, VA 23901

36. Virgin Islands Department of Education
P.O. Box I Christiansted
St. Croix, U.S. V.I. 00820

Teachers in Promising Programs developed and implemented curriculum based on:

-Knowledge of child development

-Established behavioral objectives

-Instructional activities and materials keyed to established objectives

-Assessment aligned with stated objectives

-Use of parents as partners in the teaching/ learning process

-Use of supportive services for diagnosis, remediation, and enrichment

-Individualization based on identified needs

-Positive attitudes about students and the learning environment

FOCUS ON SKILL AREAS & DEVELOPMENTAL ACTIVITIES

The focus of the Pre-Elementary Right to Read Programs was on these skill areas:

Perceptual Motor
Cognitive
Language
Personal/Social

These areas were identified in most of the programs. How they were planned, implemented, and coordinated varied in degree and substance. The manuals for *parents* and *administrators* include descriptive activities. This manual for teachers will define the areas and cite examples which may serve to stimulate your creative ideas.

For sure, being a teacher means much more than organizing the curriculum. It means providing a friendly, warm and secure atmosphere for the physical, emotional and educational growth of children.

Time schedules in effective programs were flexible. Routines were made evident to the children but rigidity was absent. Interest centers were inviting, structured, and designed for the interest level of the children being served.

Perceptual Motor Skills

The Kindergarten Curriculum for the Perceptual-Motor Domain should be developed around the "whole child" concept with simple activities and lesson plans that would help beginning teachers as well as parents to work and play with their children of pre-kindergarten and kindergarten ages.

The objective of the program is to help each child reach optimum development—emotionally, mentally, socially and physically. The activities are planned to stimulate eagerness and a desire to learn; to develop the ability of the child to work and play with others; to develop self discipline and promote emotional stability.

Perceptual-motor development is an area which has a wide variety of tasks, and it is our purpose to create favorable experiences for growth. Children must be motivated to discover things through their own efforts, such as art, music, science, block-play, and dramatic or creative projects. In all of the activities materials used should provoke and initiate discussion. While the children explore, play, build, paint, spill, cut and clean, the role of the instructor is to listen, observe and give assistance.

The Pre-Elementary Right-to-Read Programs of the Diocese of Baton Rouge, Louisiana included *gross* and *fine* motor coordination as, "sub-areas", in the development of *perceptual motor* skills. This was based on the idea that activities should be developed around the "whole child" concept. Cited in this section are the following:

Gross motor skills included in the pre-elementary projects were running, walking, jumping, hopping, skipping, kicking, throwing, catching, sitting, lying, climbing, and creative movement. There was great similarity in activities, so the examples cited are representative of those in all programs.

Fine motor development included an introduction and samples of related activities.

Adapted from:
Pre-Elementary Right-to-Read Program, Diocese of Baton Rouge, Baton Rouge, LA (CFI #18)

GROSS MOTOR SKILLS

Back-Up

Objective: Walks backward—8 feet.

Materials: None

Directions: Have the children get into a line across the gym facing you. Pretend you are in a car and say, "I will have to back up before I can get out of here". Make the sound of a car and begin to walk backwards eight feet and then ask the children to back their cars up. Praise them for their efforts.

Form two lines of children to begin this backwards relay. The leaders must walk backwards to a predetermined spot and when they return, touch the next person in line, who must also walk backwards. Do this in turn until each child has had a chance to walk backwards.

Catch the Mouse

Objective: Catches a rolled tennis ball 2 out of 3 times.

Materials: Tennis ball.

Directions: Form the children into a semi-circle. Tell them, "We are cats looking for a mouse. When the mouse is caught, roll the tennis ball back to me." Catch it with your hands, then roll it back to the child. Roll it to each child at least 3 times around. Praise them if they do it well.

Sit the children in a circle with legs extended, and feet touching. Have them roll the ball to each other. If they miss the ball, they are out and must sit with their leg crossed Indian fashion. When all but one is out, a new game begins.

Obstacle Course

Objective: Pushes and pulls wheeled toys around obstacles—easily.

Materials: Chairs, steps, 3 foot bench, any objects large enough for the child to go around, and wheeled toys.

Directions: Set up obstacle course and have the children to follow instructor through the obstacle course. After the demonstration, ask the

children to push the wheeled toy through the course. Do this several times so that all the children can go through more than once, alternating toys.

Rearrange the obstacle course, making it more difficult. Let each child have a turn pulling or pushing a toy through the course. Praise each child for the efforts.

Pedaling a Tricycle

Objective: Guides tricycle around obstacles—easily.

Materials: Tricycle and large objects such as chairs, pasteboard boxes.

Directions: The children are learning to measure distance more accurately now and react to it by turning the handlebars of their tricycles. Tell the children you are going to let them audition for the obstacle course. have each child to ride the tricycle across the gym to see if they can pedal successfully. If they can, allow them to try the obstacle course. Place large obstacles (about 6 feet apart) throughout the area for the children to ride around. Decrease your assistance as the children become more skilled.

Make the obstacle course harder by placing the objects closer together. After all the children have ridden the obstacle course several times, begin eliminating the children who hit an obstacle. The child who rides longest without hitting an obstacle is the winner.

Walk the Plank

Objective: Walks a line, backward, heel to toe—4 steps.

Materials: A drawn line about 5 feet long, yarn—5 feet long, handkerchief.

Directions: Ask the children to pretend they have been captured by pirates and made to walk the plank. To escape they must walk backwards off the plank. Have the children form a single line, in front of the drawn line on the floor. Demonstrate walking backwards on the line, then ask the children to do it. Four steps is all that is necessary, but if they can do more, let them. Praise them for their efforts.

When the children can all walk the line backward, make it a little harder. If there is enough room, lay out a line for each child. Tie their hands loosely behind their backs with handkerchiefs. Let them practice walking the line this way and then let them race.

Adapted from:
Preschool Development Activities Handbook, Carroll County Public Schools, Huntingdon, Tenn. (CFI #32)

FINE MOTOR SKILLS

Music: Long & Short Sounds

Developmental Objective: To develop rhythmic coordination of hands and legs.

Behavioral Objective: The students will be able to participate in rhythmic activities such as marching, clapping, skipping, and running.

Materials: None.

Directions: Have the children clap to the rhythm of their names.

Have them clap when playing singing games such as: *Mulberry Bush, London Bridge, In and Out the Window.* The teacher can sing the words *quickly* or *slowly* and have the children respond. Use this technique after the children know the games.

These activities can be extended to marching and skipping rhythmically.

Art Activities

Developmental Objective: To develop small motor coordination.

Behavioral Objective: The students will be able to trace their hands, feet, and stockings.

Materials: Construction paper or wall paper, scissors, stencil, pencils, cloth and crayons.

Directions:

Hand Prints. Have the children trace their hands or feet. They can decorate them as turkeys or Indians.

Butterfly Feet. Trace the feet of the children with heels close and toes extended.

Christmas stockings. Trace two stocking shapes. Punch holes in both stockings around the edges. Lace them together with yarn.

My Ideas

Cognitive Skills

Cognitive skills include activities which develop the ability to use the senses, the ability to use verbal symbols, and the ability to perceive, think, reason and form concepts.

Checklist for Cognitive Development
Reasoning Skills

Assessing the acquisition of cognitive skills is important. There are many methods by which the acquisition of cognitive skills can be assessed. The following checklist is an example.

		Fall	Spring
Skill 1	Can explain why things are alike or different	____	____
Skill 2	Classifies by common properties (animals, food, clothing, furniture, etc.)	____	____
Skill 3	Distinguishes relationship between two pictured objects (ex. cup and saucer, mailman and bag, saddle and horse)	____	____
Skill 4	Solves simple everyday problem situations		
*Skill 5**	Uses information to draw simple conclusions (relates cause to effect)	____	____
*Skill 6**	Predicts what will happen next in a story or situation	____	____
*Skill 7**	Verbally identifies a beginning, middle and end to a story	____	____
*Skill 8**	Has an understanding of alternate solutions and plans	____	____
*Skill 9**	Understands two sets having the same value (0-5 objects)	____	____
*Skill 10**	Understands two sets having the same value (0-9 objects)	____	____
*Skill 11**	Identifies sets of more or less members	____	____
*Skill 12**	Counts objects 0-5 and names the corresponding numeral	____	____
*Skill 13**	Counts objects 0-12 and names the corresponding numeral	____	____
*Skill 14**	Given a set of objects and a numeral, the student will increase or decrease the number of objects until the set is equal to the number (sums and differences 1-5)	____	____
*Skill 15**	A student can continue at least one cycle of a given pattern	____	____
*Skill 16**	Reproduces a story using sequenced pictures	____	____

** 5-6 years old*

Adapted from:
Independent School District #181, Brainerd, Minnesota (CFI #23)

Cognitive Development Outline

Many skill areas are considered when focusing on activities that are designed to assist in the development of cognitive skills. The following is a sample outline of those areas.

Reading Readiness

A. Visual Discrimination
B. Visual Memory
C. Auditory Discrimination (Listening)
D. Oral Vocabulary
E. Writing Skills

Math

A. Sets
B. Spatial Relationships
C. Geometry
D. Patterns
E. Money

Science

A. Animals
B. Plants

Language Arts

A. Books
B. Stories
C. Pictures

Adapted from:
Diocese of Baton Rouge, Baton Rouge, Louisiana (CFI #18)

Auditory Discrimination

Activity I

Developmental Objective: To develop auditory discrimination.

Behavorial Objective: To hear and recognize rhyming words.

Materials: None

Directions: Read a nursery rhyme. Tell the children one word and ask them which word in the nursery rhyme rhymes with that word.

other column with five pictures such as dog, goat, cat, fox, bear.

Directions: Have the children match the letter with the picture.

Baton Rouge, Louisiana (CFI #18)

Critical & Interpretive Reading (Listening)

Activity I

Developmental Objective: To recognize and recall story details and story sequence.

Behavioral Objective 1: To draw conclusions from the story which has been read.

Materials: a story.

Directions: After reading a story, discuss with the children information that the author has given from which they may draw conclusions. For example, elicit from the children sentences used to describe the weather:

A cold wind was blowing.
It had started to snow.

Help children to recognize how these sentences lead us to know that it was winter.

Activity II

Behavioral Objective 2: To distinguish between fact and fantasy (real and make-believe).

Materials: Pictures of animals and drawing paper.

Directions: Show children pictures of animals. Have children tell whether it is a make-believe animal, brown bear, pink bear, purple rabbit, yellow rat, etc. Draw a picture of a make-believe animal. They should show picture to other children and discuss why it is imaginary.

Mathematics-Sets

Developmental Objective: To recognize numbers and members of sets.

Activity I

Behavioral Objective 1: To read the numeral symbols 0-10.

Materials: Poster paper, several sets of cards with the numerals 0-10 printed on them.

Directions: On a piece of poster paper, make free form shapes to hold 0-10 small shapes. Inside make dots sets 0-10.

Using a pointer, call on children to tell you how many dots are in the set and then let them hold up the numeral card representing that number and show it to the class.

Activity II

Behavioral Objective 2: To recognize 0 as a numeral associated with an empty set and to recognize this numeral as *zero.*

Materials: Plates, cookies, fruit.

Directions: Have children distinguish between sets with members and those without by indicating the properties of various sets, e.g., plate of cookies, plate of fruit, and an empty plate.

Discuss that an empty plate means that this is an empty set and the numeral associated with it reads *zero.*

Baton Rouge, Louisiana (CFI #18)

Visual Discrimination

Developmental Objective: To discriminate between likenesses and differences.

Activity I

Behavioral Objective 1: To recognize and identify the basic primary colors.

Materials: Construction paper of the basic primary colors cut into strips.

Directions: Conduct an exercise in naming colors: Show a strip of red paper. Have each child find the same strip in his group. Name the color and have the child repeat it. Continue using the other colors.

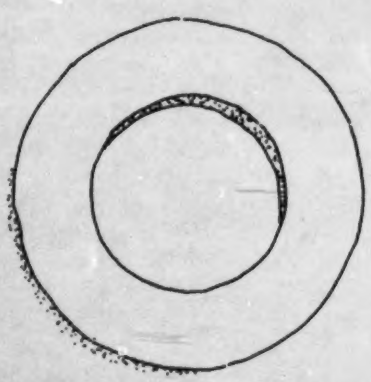
Activity II

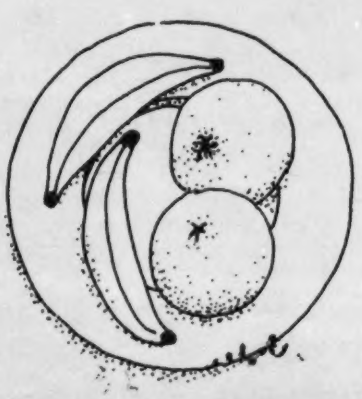
Behavioral Objective 2: To recognize and identify likenesses and differences in sizes—big/little, tall/short, large/small.

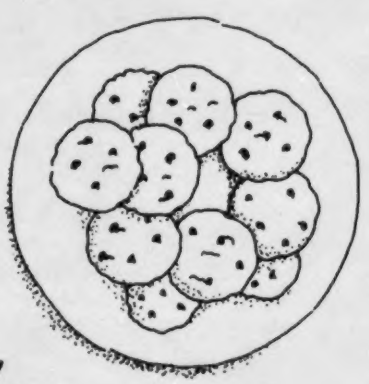
Directions: Let children see inside the large box. Let them crawl inside and explore the box. Talk about the concept of large and have them name things that are large.

Show them the small box and let them hold it. Talk about things they think are small.

Baton Rouge, Louisiana (CFI #18)







Investigating Plants

Developmental Objective: To understand the life activities of plants.

Activity I

Behavioral Objective 1: To understand that plants need light.

Materials: Seeds, jars.

Directions: Plant seeds in 2 glass jars and put one in a dark closet and the other on a window sill. Keep both well watered. What happens to the plants? How are they different?

Activity II

Behavioral Objective 2: To understand that plants need water.

Materials: Seeds from fruits, egg cartons.

Directions: Obtain seeds from oranges, lemons, apples, grapefruit or pumpkins. Fill an egg carton with soil. Plant the seeds near the top. Water every day and watch them grow.

Activity III

Behavioral Objective 3: To understand that plants need air.

Materials: Sweet potato, glass jar, toothpicks.

Directions: Put a sweet potato with buds into a glass jar with the small end down. Use toothpicks to hold it down so that the top can get air to grow. Add water. Always have enough to wet the bottom of the potato. Keep in a sunny place and watch the roots grow down and the green leaves grow up.

Baton Rouge, Louisiana (CFI #18)

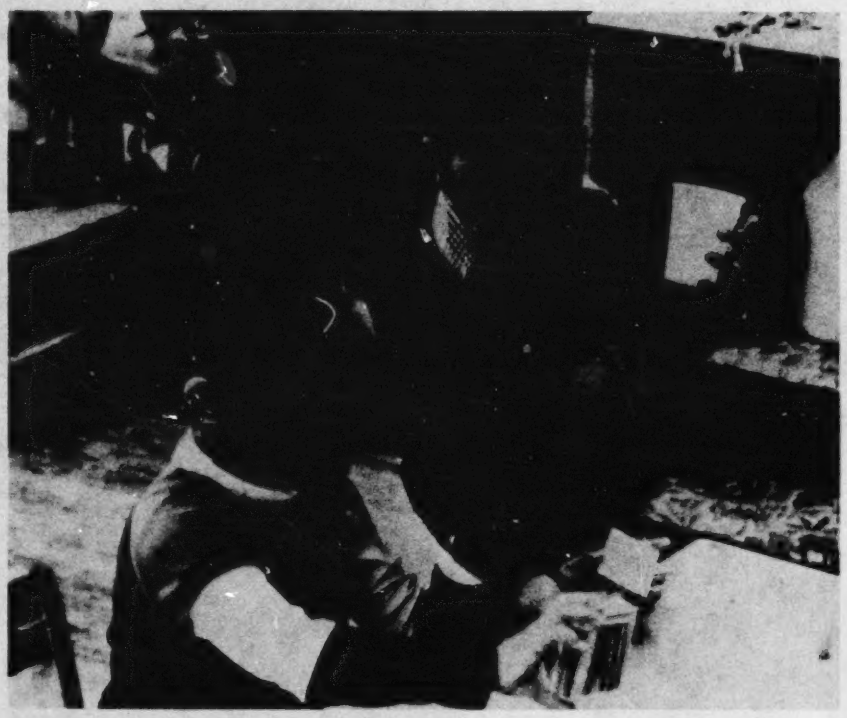
A Bilingual/Bicultural Approach

The Spanish Education Development Center in Washington, D.C. uses a bilingual/bicultural approach in developing cognitive skills. The Lado Early Reading Program is used. Information may be received by writing the Program coordinator *SED Center, Washington, D.C. (CFI #7)*

Language Skills

The area of language focuses on the child's ability to communicate with others. In many of the projects language development included vocabulary, pronunciation, sentence composition and sequencing. Language experiences were interrelated with sensorimotor, cognitive, and social experiences.

The following examples are duplicates of some of the activities conducted by the projects.



What Is It?

Objective: To use no infantile speech.

Materials: Pictures cut from magazines, glued on construction paper.

Directions: Place 10-15 cards face down in the center of the table. Seat the children around the table and give each child a turn to select a card. As the child picks a card, ask him/her to show it to the group and tell what it is. Listen closely for the use of infantile speech by the child and work with him/her on the correct pronunciation of the words. Let each child talk about the item on his card, such as its use, its place in the home, its color. Use positive reinforcement.

Ask each child to pick out his favorite toy in the center. One at a time, ask the children to stand up, show their favorite toy and tell what they like about it. Encourage each child to speak clearly and distinctly. Correct them if they use infantile speech, but concentrate on congratulating them for the words they pronounce correctly.

Carroll County, Huntingdon, Tennessee (CFI #32)

Using More Words

Objective: By closely observing a picture of a snowman, the student will expand his verbal vocabulary by making descriptive sentences.

Materials: Large drawing of a snowman, bulletin board.

Directions: Cut out a drawing of a snowman and pin it on the bulletin board. Say the following sentence: "Here is a snowman." Have the children repeat the sentence, too. Continue to expand the basic sentence, saying for example: "Here is a funny, big snowman. Here is a funny, big, fat snowman." Let the children take turns making descriptive sentences.

Monroe City School System, N.E. Louisiana University (CFI #17)

Restaurant Play

Materials commonly provided:

1. A table and chairs.
2. Simple food items and equipment and utensils needed to prepare the foods for eating.
3. Paper plates, forks, spoons, napkins, straws, and any other items needed in eating the foods.
4. Table cloths (these can be "made" out of newspapers).
5. Dress-up clothes such as chefs' hats and old shirts for waiter and waitress uniforms.
6. Small trays for serving food. These might be made from heavy cardboard.
7. Wastebasket for food scraps, used plates, napkins, etc.
8. A small broom and dustpan.
9. Wet cloths or sponges for wiping the table.
10. A source of water to wash dishes, cooking utensils, hands, etc.

Suggestions for using symbolic props:

1. OPEN and CLOSED signs to post at the restaurant entrance.
2. Magnetic board and magnetic letters to make a menu sign to place outside the restaurant where prospective customers can see it.
3. Individual paper menus for use by customers in ordering at the table.
4. Pencils and small pad of paper for waiters and waitresses to write orders on.
5. Recipe charts to use in "cooking" the food that is served in the restaurant. A few recipes could be written down in a restaurant "cookbook."

Restaurant Play Anecdotes from Teachers

A Field Trip

I began to prepare the children for restaurant play several weeks before we actually set one up in our classroom. The first thing I did was take small groups of children to a nearby ice-cream shop so they could see first-hand what a restaurant was like. Most, if not all of the children, had, of course, been to restaurants with their parents many times before, but this class experience would give me the opportunity to help them notice specific aspects of a restaurant setting that may have escaped their attention previously.

I took just five children at a time. In order to avoid the inevitable expression of concern the first day by children who were not going, I listed all the children's names on a large piece of paper. I drew marks between names so that only five names were grouped together. Then beside each group, I wrote the name for the day of the week that this group would go to the ice-cream store: Monday, Tuesday, Wednesday, Thursday. I would use Friday to take anyone who had missed his or her turn on any of the other days.

The waitress's reaction to the first group was interesting. She came to the table and handed a menu to me, but none to the children. She, no doubt, could tell that they were only four years old and probably could not read. "The children would like menus," I said, and although she looked somewhat startled, she followed through. The menus had pictures as well as words in them, and the children comprehended these well. I had to stress that we were only having ice-cream; not sundaes, sodas, parfaits, and so on. I pointed to the section where the flavors of ice-cream were listed, and told the children the waitress would ask each one of them what kind of ice-cream they wanted.

The waitress returned soon to take our order. She looked at me, and I gave her my order. She looked at me again, as if waiting for me to tell her what the children would have. "They'll tell you what they want," I said. "And make these separate checks." I wanted to suggest that she print their checks so they might possibly read them, but I decided not to make the request.

The waitress took each child's order, and then she left the table. When she had gone, I asked if anyone knew what we call a person who works in a restaurant and asks us what we want to eat. Someone knew, and we discussed "waiter" and "waitress" for a minute. Then I asked how they think a waiter or waitress remembers what so many people want to eat. No one had a good answer to this question. "They just can," one child said. I suggested that perhaps they can because they write the orders down on paper and read them later, but no one seemed very interested in this information.

Our ice-cream came, and with it the checks—all in a pile on the table by my dish. I passed them out to each child in turn, reading them as I did: "Chocolate ice-cream; who had chocolate? Vanilla?"

After we finished eating, I showed each child where to look on the check to see how much money we would need to pay the cashier. I gave each child the exact change. That created a problem: the children thought the cashier should give some money to *them*. They did not understand that the cashier returns money only when the customer has paid too much.

Putting the trip on a Story Chart

I took each group to the restaurant in turn, one group each day of the week. On each day following a trip, I tried to involve at least one child from the group in helping me write a story chart about our trip. We talked at first about where we went and what we did, and who ate which kind of ice-cream. Usually, we wrote down what each child had to eat.

Our Trip To The Ice Cream Shop

Yesterday, we took a long walk to the ice-cream store. I had chocolate ice cream. (Erik)
Sara had chocolate ice cream.
Jose had vanilla ice cream with sprinkles all over it.
Trisha had strawberry ice cream.
Mrs. Brown had butter pecan ice cream.

A sample story chart.

Questions such as, "Who else went with us to the ice cream shop?" helped children compose the story chart.

When a chart was finished, we taped it on the wall in the classroom, and each day, the next chart went up beside it. We read these at group time every day, and counted how many children had eaten chocolate ice cream, vanilla ice cream, and so on. Those who had not yet been to the ice cream store, talked about what they would order when it was their turn to go.

Opening the Classroom Restaurant

At the beginning of the next week, I made a sign that said RESTAURANT, and I placed it at the entrance to the house area. I put a chefs' hat and aprons with the dress-up clothes, and placed pads of paper and pencils on top of a low shelving unit. I placed a toy cashier at the other end of the shelving unit, near the entrance.

When children went into the house area to play, they found the new playthings. I observed from afar, waiting to see if they would incorporate the new props into house play, or if the house would become a restaurant. When one child said to another, "Sit down and we'll ask you what you want," I knew it had become a restaurant.

The Children Respond

Over the next few weeks, the children played restaurant often, and they served real foods including carrot sticks, raisins, cheese and crackers and celery stuffed with peanut butter.

We stopped having our scheduled snack at snack time for the duration of the restaurant play: We all made sure we visited the restaurant during the morning instead. We made illustrated menus, CLOSED and OPEN signs, and a cookbook that contained recipes for all the foods we prepared.

Each child played waiter or waitress a little differently from every other child. Some made scribbles on the note pads when they took customers' orders. Others asked how to spell "raisins" or "carrot sticks," and they struggled to write the words. Still others tore off blank pieces of paper and just gave these to the customers, apparently not understanding at all the purpose these papers were to serve.

Some children "read" the menus quite well. We made five different sets in all; one for each of the five specialties served in the restaurant. Because only one was served each day, the restaurant workers had to find the set of menus that matched the food being served. The illustrations (e.g. drawings, magazine pictures) helped here.

The variation in the way children played with the symbolic props—

the gross outlines of ideas rather than exact detail—was similar to children's play with other props. I often notice that children say they are "baking" while they make pretend stirring motions with a spoon in a saucepan on top of the stove. Clothes are put on backwards, or wrongside out, or they are buttoned unevenly. Dishes are "washed" and then put away without being rinsed. These indicate the kinds of experiences that might be planned for *outside* the play setting, but these "errors" or approximations do not impede children's play at all, and should not be worried about, or corrected during the play itself, it seems to me.

At the end of a few weeks, we took the restaurant play props out of the house area. The children needed a place to play house again, and the weather was now good enough to set up a lemonade stand outdoors during outdoor play. This would allow the restaurant play to continue, but in a different way.

Alphabet Soup

One day, we decided to prop our magnetic board on a small chair and place it near the entrance to the restaurant. We placed magnetic letters beside it, in a small box; the idea was that children would use the magnetic board and letters to make a menu sign. "Customers" could then see what the restaurant was serving that day.

Children did, in fact, use the magnetic board and letters several days in a row to make a menu sign. It was interesting to see them use the table menus to find out the letters that they would need to spell the words. But one day, there was an argument in the restaurant, and when I went to explore its cause, I learned that one child had taken the magnetic letters, placed them in a saucepan, and was pretending to cook alphabet soup! Few letters remained for making the menu sign, and the restaurant players were protesting. I helped them settle the dispute by suggesting that the child making the soup give just those letters needed to make the name of the food being served that day back to the restaurant players. She did, and both kinds of play were able to continue, side-by-side.

Pre-Elementary Reading Collaborative Program, Boston University (CFI #19)

My Ideas

Personal/Social Skills

The personal/social skills identified in the projects were those which sought to develop in children a positive sense of self. Experiences were provided to make them aware of their physical selves and of their places in the home, family, school, and other settings.

Experiences included *learning to:*

- Dress and undress
- Feed themselves
- Wash and use the toilet
- Take care of belongings
- Participate in and enjoy work and play
- Participate in dramatic play
- Express feelings
- Cope with conflict
- Follow rules
- Share
- Respect differences
- Respect their own backgrounds

Community Helpers

Objective: The child will identify a community helper—fireman, policeman, postman, nurse, grocer—from a given description in the form of a riddle.

Materials: 5 index cards per child (3½ x 5), one picture per card showing a community helper being studied, riddles to describe each of the community helpers being studied.

Directions: Each child will be given 5 response cards showing a fireman, policeman, nurse, postman, and grocer. The teacher will read out riddle clues about the different helpers being studied. Each child will choose the card showing the helper being described and hold it up for the teacher to see the correct response.

Riddle clues:

I carry something on my back.
I stop at many houses.
I bring letters, magazines, and packages.
Who am I? (Postman card)

I wear a blue uniform.
I help you cross the street at school.
I help you find your mother when she is lost.
Who am I? (Policeman card)

I work in a store.
Sometimes I use the cash register.
Who am I? (Grocer card)

Northeast Louisiana University
Monroe, Louisiana (CFI #17)

Night Safety

Objective: Children will state why white and reflective material "absorb" light faster than dark clothing.

Materials: Poster "Wear White After Dark" (Print white letters on black paper), flashlight, reflective tape, copies of poster for children.

Directions: Display the poster "Wear White After Dark." Discuss the poster with your students. Ask them why the word "Dark" on the poster would be harder to see at night than the word "White." Point out the colors that are the easist to see on the dark background of the poster (simulating night).

Select a student who is wearing predominantly white or light colored clothing, and two other students wearing dark clothing to stand at the front of the room. Attach reflective material to one of the students wearing dark clothing. Turn off the classroom lights and shield the light coming in from windows. Shine the flashlight in the room and have the class tell which person shows up best. Discuss with your class what made the difference in seeing or not seeing the students.

Northeast Louisiana University
Monroe, Louisiana (CFI #17)

Work or Play?

Objective: Given pictures of different activities, the child will classify them as work or play.

Materials: Magazine pictures of various activities, poster board, marker, clear contact paper, index cards, glue, scissors.

Directions: The teacher glues the pictures on index cards. She divides poster board in half. One side with "play" written and appropriate picture. The other with "work" written and picture. Cover all materials with clear contact paper. The child classifies the picture card and puts it on the correct side of poster. Each activity should be discussed.

Northeast Louisiana University
Monroe, Louisiana (CFI #17)

Dramatic Play

Doctor's Visit

Materials:
1. Doctor's kit containing items such as medicine bottles with dry cereal, cinnamon candy or raisin pills.
2. Cotton balls, bandaids cut in half lengthwise with paper left on, strips of sheeting, nurse's caps, toy stethoscope, small blanket, and empty spray antiseptic can.
3. Discarded satchel-like purse.

Things to do:
1. May grow out of school incident where child receives a minor scratch.
2. After applying band-aid, teacher may send him to the play doctor's office for further attention.
3. Encourage conversation so that the doctor inquires, the patient explains his problems, and the nurse comforts.

Things to talk about:
1. Children's own experiences.
2. Names for items in the kit.
3. Role of doctor and nurse.
4. Feelings when one is hurt.
5. Health
6. Vaccinations.

Variations:
Eye test: Use four footed toy animal. Child indicates by gestures in which direction the legs are pointing.

Resource:
Read Your World—Let's Visit the Doctor's Office, by Billy Pope and Ramona Emmons, Taylor Publishing, 1967.

Grocery Store Shopping

Materials: Grocery items such as in a supermarket kit containing paper for making signs, cash register, play money, artificial fruit, paper bags, empty cans with labels, egg cartons, small food boxes.

Things to do:
1. The teacher tells a short story about a boy who goes to the store and is not able to find what he wants. He is disappointed and starts to leave when he meets a friend also shopping. His friend asks a clerk where the eggs are. Then the boy tries asking the clerk and is happy when the clerk helps him find what he wants. He learns that one can get help by

asking for it and that people are glad to help those who ask.

2. Teacher discusses conversation between the clerk and the customer.
3. Dramatize. (Teacher may play role of the clerk at first to provide a model).

Clerk: "Hello, may I help you?"
Customer: "Yes, please. Where is the peanut butter?"
Clerk: "In Section B, on the first shelf."
Customer: "Thank you."
Clerk: "Would you like anything else?"
Customer: "No, thank you. That is all for today.

Things to talk about:

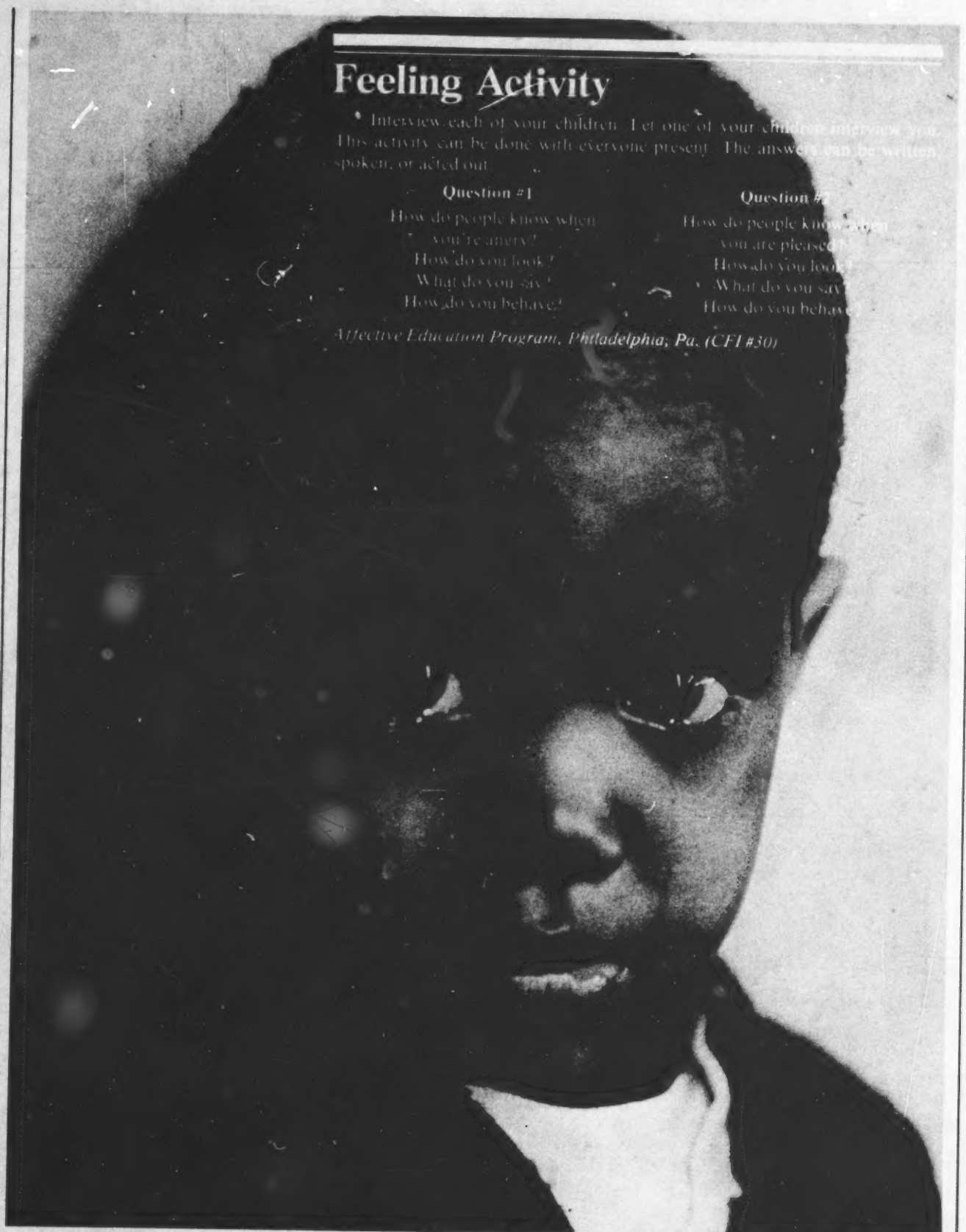
1. Children's own experiences.
2. Kinds of items found in a grocery store.
3. Courtesy of clerk and of the customer.
4. Names of foods.
5. Types of packaging used for food items.
6. Classification: Refrigerator, Freezer, Shelf

Variations:

Signs may be made to label sections and children can find designated area and shelf from verbal directions.

Customer: "Where is the instant oatmeal?"
Clerk: "It's in the cereal section that is aisle number 1."

Project READY, Corona, California (CFI #3)



Feeling Activity

Interview each of your children. Let one of your children interview you. This activity can be done with everyone present. The answers can be written, spoken, or acted out.

Question #1

How do people know when you're angry?
How do you look?
What do you say?
How do you behave?

Question #2

How do people know when you are pleased?
How do you look?
What do you say?
How do you behave?

Affective Education Program, Philadelphia, Pa. (CFI #30)

My Ideas

INCLUDING PARENTS

The importance of involving parents in the educational process cannot be overestimated. Parents are the most important people in children's lives. Young children spend the majority of their waking hours with their parents. Consequently, parents are the most influential people in the lives of young children.

Educators also need to have a direct and positive influence on children's lives. There is no better avenue through which to have that influence than to work closely with parents. The school and the home must be in concert if children are to receive maximum benefit from their educational experiences. The most successful pre-elementary Right-to-Read programs are those that have strong parent involvement components.

The following excerpts are descriptions of parent involvement techniques used in some of the pre-elementary programs.

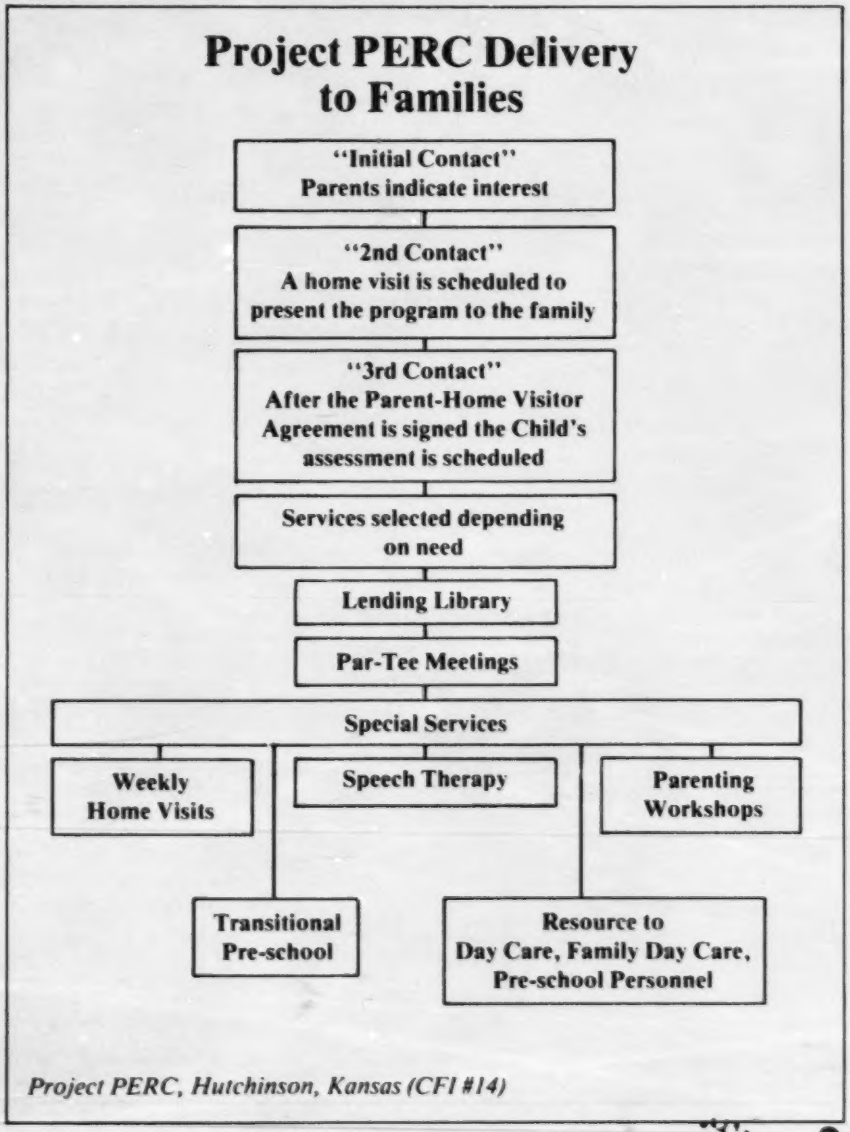
Parent Involvement

The Pre-School Reading Readiness Program operates from a basic philosophy of parent involvement. The parent is naturally the child's first teacher. The child is comfortable with his parent and this relationship makes teaching an easy task.

A parent brings the child to the mobile center one hour each week. The child is diagnosed as to his developmental level through testing and observation. The parents work on reading readiness skills with a small group of children while at the center. During a private conference they receive developmental activities and materials to use at home throughout the week.

Pre-School Readiness Program, Carroll County, Huntingdon, Tennessee (CFI #32)

Graphic illustration of a "delivery" system to families.


Project PERC Delivery to Families
"Initial Contact" Parents indicate interest
"2nd Contact" A home visit is scheduled to present the program to the family
"3rd Contact" After the Parent-Home Visitor Agreement is signed the Child's assessment is scheduled
Services selected depending on need
Lending Library
Par-Tee Meetings
Special Services
Weekly Home Visits
Speech Therapy
Parenting Workshops
Transitional Pre-school
Resource to Day Care, Family Day Care, Pre-school Personnel

Project PERC, Hutchinson, Kansas (CFI #14)

A Message for Parents

Programs have used various methods to communicate with parents both initially and on an ongoing basis. The following is a unique letter of introduction used by one program.

Home and School—a team!

Coming together is the *Beginning*,

Keeping together is *Progress*,

Thinking together is *Unity*,

Working together is SUCCESS!"

Improved teamwork between parents and teachers is one sure way of improving the quality of education for our children. More and more we recognize that a cooperative home-school relationship can provide the kind of education which matches our expectations for the children of our community. By pooling our efforts, everyone is the winner—the children, the school staff, the community staff.

A major objective of KLDP* is to help parents understand the school program and learn how they can help to reinforce the school program at home.

Please join our team. Participate in our workshops. *You* are your child's most important teacher.

-Jean E. Canton
KLDP Supervisor

*Kindergarten Language Development Program.

KLDP, St. Croix, Virgin Islands, (CFI #36)

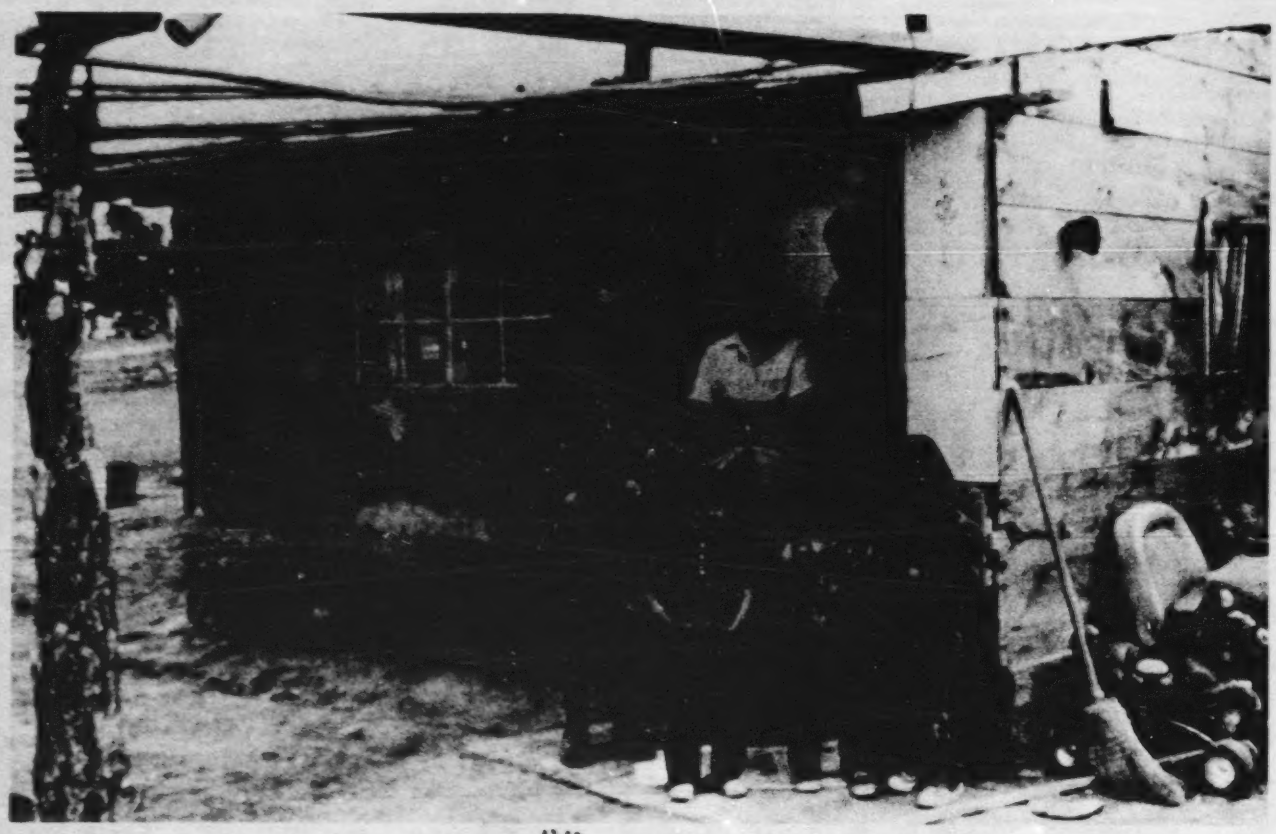
The Effect of the Native American Pre-School Program and the Parent Questionnaire

Some projects have looked at the parents' feelings of the impact of the program on themselves and their children. This is an excerpt from one project.

One of the important goals of this project is to provide a home atmosphere which will encourage the children's interest in reading and in learning in general. It is therefore important to find out what the parents believe has been the effect of the program on their children and themselves. Although the parents were asked to do a great deal this year, including the Home Visit experience, the Parent Aide in the classroom program, watching the Magic Tree, attending Parent Night Training Sessions, attending other school functions, and carrying out the learning activities at home, 80% felt that they were not being asked to do too much, and only 20% felt that at least some of the time they were asked to do too much. Unfortunately, the people who felt they were doing too much were those who were least likely to have filled in and returned the Questionnaire, and so the 20% figure may be an underestimate. It is therefore important that the opinions of the parents be elicited in the development of the activities in which they must participate during the year. Perhaps at the beginning of each year the staff and each parent could devise a set of activities to which that parent would make a firm commitment, based on the needs, interests, and other commitments.

A majority of the parents (67%) reported that the Program had had an effect on family life. Many said that the program had helped them to talk more to their child (93%), read more to him/her (40%), and have more patience with him/her (47%). They believe that the program has been responsible for a wide range of new behaviors in their children at home, including coloring, reciting rhymes, and sharing with others. They also believe that the Program has helped their child prepare for school by teaching the children to get along with others and by teaching specific skills such as counting ahd paying attention. In summary, the parents report that the program has had the kind of effect on their children and their families which was a goal for the Reading Improvement Project.

Sault Ste. Marie Public Schools, Sault Ste. Marie, Michigan (CFI #21)



My Ideas

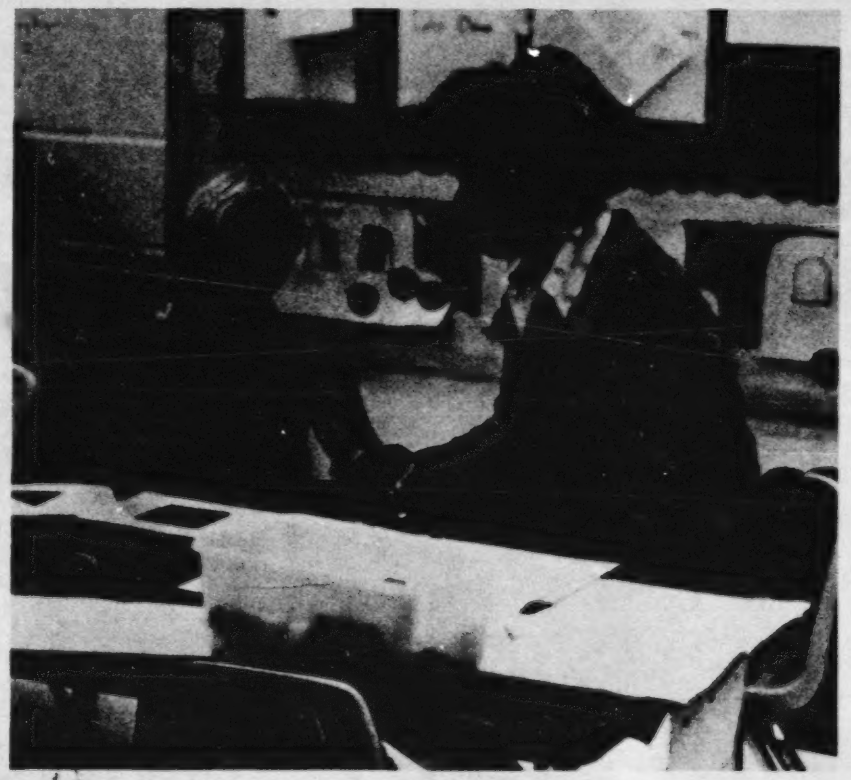
ASSESSMENT OF PROGRESS

Assessment refers to the evaluation of student progress. Its purpose is to determine the level of mastery of certain stated objectives. Assessment is valuable because it can determine the effectiveness of the instructional program.

The assessment of progress in the early childhood programs generally fell into two categories—informal, non-standardized tests and standardized tests.

Some projects used assessment tasks developed by the teachers and parents working in the programs; others used tasks developed by a team organized for this purpose. These tests were based on the behavioral objectives set up for the skill development areas and were designed not to "grade", but to determine the effectiveness of instruction and the development of the individual child. Most of the projects used this method.

Projects using standardized tests alone tended to "grade" and "categorize" the children. This approach proved to be restrictive and so in some instances both formal and informal testing procedures were used.



Physical examinations were provided. There was great emphasis on early identification of disabilities (visual, auditory, physical, etc.). Referrals were made to the proper agencies and effective inter-agency relationships were established.

Other assessment techniques used were:

Observations
Interviews
Samples of children's work

This section of the manual includes samples of informal assessments and a listing of standardized tests which were used.

Competency Measures
The Spanish Education Development Center, Washington, D.C.

The project has developed an *Observation Guide* that is designed to be used as part of the assessment process. The guide directs the observer to note broad concepts in several areas. *(CFI #7)*
Washington, D.C.—see sample.

Carolina Developmental Profile
Lancaster, South Carolina

This is a criterion-referenced behavior check list designed to be used with the Developmental Task Instructional System. The purpose of this checklist is not to compare or assess in terms of age normative data. The items are presented in sequence by area. *Lancaster, SC (CFI #31)*—see sample.

Readiness Checklist
Project R.E.A.D.Y., Corona—Narco Unified School District, Corona, California

This is a checklist of developmental skill levels based upon evidence of school readiness in children. It has been prepared with the hope that parents will evaluate in a general way their child's overall pattern of development and readiness.
Corona, CA (CFI #3) —see sample.

Carolina Developmental Profile
Gross Motor

Task #	Description	D.A.*	Can Do	Cannot Do
1.	Seats self in small chair without loss of balance.	2	___	___
2.	Stands with heels together without falling for about five seconds. Trials if necessary.	2	___	___
3.	Tosses tennis ball forward. Demonstrate. Can be overhand or "push toss." Ball should travel around two feet or more.	2	___	___
4.	Picks up one-inch cube from floor while standing, without falling. Demonstrate. Allow several trials if necessary.	2	___	___
5.	Walks up and down three steps without support, using alternating or nonalternating steps. Demonstrate.	2	___	___
6.	Throws six-inch to ten-inch diamater ball at least five feet, without losing balance. Demonstrate and allow several trials.	3	___	___
7.	Jumps from an elevation of approximately six inches. Both feet should be in air. Demonstrate.	3	___	___
8.	Walks straight line one inch wide and ten feet long without stepping off more than three times. Demonstrate.	3	___	___
9.	Walks backward for ten feet along line. Demonstrate. Feet need not stay in line, but general direction along tape should be maintained for pass.	3	___	___
10.	Walks up and down three steps without support, alternating the forward foot in climbing and descending. Demonstrate.	3	___	___
11.	Throws tennis ball during overhand throw with little torso participation. Demonstrate.	4	___	___
12.	Balances on one foot without support for five seconds. Demonstrate. Allow three trials. Two successful trials for pass.	4	___	___
13.	Hops at least twice on one foot without support, either in place or not. Demonstrate.	4	___	___
14.	Jumps at least two inches high from crouched position. Demonstrate.	4	___	___
15.	Makes running broad jump of at least 23 inches from marked line. Distance should be measured from point child leaves ground to point where he lands. Demonstrate.	4	___	___
16.	Balances on one foot without support for ten seconds. Demonstrate. Allow three trials. Two successful trials for pass.	5	___	___
17.	Balances on toes with feet together and heels off the ground for ten seconds, without support. Demonstrate. Allow three trials.	5	___	___
18.	Makes running broad jump of at least 28 inches from marked line. Distance should be measured from point child leaves ground to point where he lands. Demonstrate.	5	___	___
19.	Kicks an eight-inch to ten-inch diameter ball, either from floor or using drop kick, at least eight feet in the air. Demonstrate.	5	___	___
20.	Skips smoothly. Demonstrate if necessary.	5	___	___

Developmental Age Ceiling (highest age level at which child can do two or more tasks): _____

Tasks that child cannot do at and below Developmental Age Ceiling: _____

Long-Range Objectives (by task number): _____

Notes and Comments

*Developmental Age

Carolina Developmental Profile
Receptive Language

Task #	Description	D.A.*	Can Do	Cannot Do
1.	Follows simple directions. (a) "Put the block on the chair." (b) "Bring the block to me." (c) "Put the block on the table." Look at child while giving directions; do not accompany directions with gestures. Repeat directions, if necessary. Allow two trials for each direction.	2	___	___
2.	Touches objects designated by name on request. Ask child to give you or to touch the (a) cup, (b) crayon, (c) shoe, (d) ball, (e) scissors, (f) button. One trial per item; five correct for pass.	2	___	___
3.	Touches objects by function on request. Ask child to give you or touch what (a) we drink out of, (b) what goes on our feet, (c) we can cut with, (d) we can color with, (e) we can throw, (f) we use to fasten our clothes. One trial per item; three correct for pass.	2	___	___
4.	Touches three pictures designated by action on request. Ask child to touch the picture of the child (a) sleeping, (b) running, (c) eating. Pictures should be culturally familiar.	3	___	___
5.	Follows simple directions (each containing a different preposition). "Put the block: (a) on the chair, (b) under the chair, (c) behind the chair, (d) in front of the chair, (e) beside the chair." Look at child while giving directions; do not accompany directions with gestures. Repeat directions if necessary, but allow only one attempt per direction. Three correct f pass.	3	___	___
6.	Touches picture of nighttime when asked "Which picture tells you that it is nighttime?" Allow one trial. Use culturally familiar pictures. Use one picture of night and one of day.	3	___	___
7.	Touches blocks designated by color on request. Present all four blocks together. Ask child to touch in turn the red, blue, yellow, and green block. One trial each color; three correct for pass.	4	___	___
8.	Same as receptive language task 5. Four correct for pass.	4	___	___
9.	Touches the picture of the knives on request. Ask the child to touch the picture of the knives. This request what (a) we cook on, (b) we carry when it is raining, (c) gives us milk, (d) has the longest ears, (e) shines in sky at night, (f) catches mice. One trial per item. Four correct to pass.	4	___	___
10.	Touches the picture, with the knives on request. Ask the child to touch the picture of the knives. This request may be repeated. Allow one trial.	5	___	___
11.	Touches the one that is dark but not little on request. Tell the child to look at the different shapes. Then ask him to touch the one that is dark but not little. Allow one trial.	5	___	___
12.	Touches the picture of the one who will be hurt, on request. Tell the child to look at the pictures of the children. Then ask him to touch the picture of the one who will be hurt. Allow one response.	5	___	___

Developmental Age Ceiling (highest age level at which child can do two or more tasks): _____

Tasks that child cannot do at and below Developmental Age Ceiling: _____

Long-Range Objectives (by task number): _____

Notes and Comments:

*Developmental Age

Lancaster, SC (CFI #31)

Spanish Educational Development Center
Observation Guide

The Spanish Educational Development Center in Washington, D.C. uses an observation guide in the assessment process. The guide directs the observer to note the following broad concepts in several areas:

Socio-emotional Development
1. Awareness of self as an individual and as a member of a group.
2. Acceptance of self as a capable individual.
3. Positive attitudes towards own cultural heritage and that of other children.
4. Recognition of and coping with emotions.
5. Independence, autonomy and locus of control.

Cognitive Development/Development of Language
1. Ability to make statements about their world.
2. Problem-solving strategies.
3. Ability to reproduce sound/language patterns.
4. Ability to employ linguistic structures appropriate to children at approximately age five.

Psychomotor Development
1. Definition of self in relation to space/integration of movement.
2. Control of body as a whole while staying in place.
3. Control of body as a whole while moving it through space.
4. Using the limbs independently while staying in place.

The following excerpts from the observation guide are provided as examples. The entire instrument is available from the center.

Socio-emotional Development

Name of Child: _____ School Year: _____

Date of Birth: _____ Observer: _____

Directions:
Place the date (e.g., 9/26) of your observation of the child's behavior on the adjacent line or in the appropriate box. More than one date of observation may appear on each line or in each box.

Awareness of Self as an Individual and as a Member of a Group

	Does	Does Not	Date(s) Observed
1. The child gives his/her full name.			
2. The child gives his/her parents' names.			
3. The child gives his/her address and telephone number.			
4. The child gives the name of the Head Start Center.			
5. The child gives the name of his/her teacher.			
6. The child gives the names of other children in his/her classroom.			
7. The child gives the names of non-classroom staff members at the Center.			
8. The child describes his/her physical characteristics.			
9. The child names the parts of his/her body.			
10. The child says in what ways people differ from each other.			

Cognitive Development/Development of Language

Directions:
Place the date of your observation (e.g. 9/26) of the child's behavior in the appropriate box. More than one date of observation may appear in each box.

Key:
HE = Hardly Ever
OC = Occasionally
AL = Always
N/O = No Opportunity to Observe

Ability to Make Statements About Their World
The child is able to describe the uses of most of the common objects found in his/her classroom and in his/her home.

Dates Observed	HE	OC	AL	N/O
a. Classroom Cubbies				
b. Tables				
c. Stoves				
d. Easels				
e. Radiators				
f. Closets				
g. Others: _____				
_____				
_____				

Psychomotor Development

Directions:
Place the date of your observation (e.g., 9/26) in the appropriate box. More than one date of observation may appear in each box.

Key:
HE = Hardly Ever
OC = Occasionally
AL = Always
N/O = No Opportunity to Observe

Definition of Self in Relation to Space/Integration of Movement
The child is able to define links—personal space within which s/he can operate in a given activity.

Dates Observed	HE	OC	AL	N/O
a. Within formal game situations (such as "Ring Around the Rosy")				
b. When using table toys or other small manipulative equipment.				
c. When building with blocks.				
d. When moving in groups.				
e. When moving from area to area in the classroom.				
f. Others: _____				
_____				

Corona-Norco Unified School District
Project R.E.A.D.Y.
"Is Your Child Ready For Kindergarten?"

Children grow and mature at different rates. Not all children are ready for school at the same time. This is a checklist of developmental skill levels based upon evidence of school readiness in children. It has been prepared with the hope that parents will evaluate in a general way their child's overall pattern of development and readiness.

Child's name _____

Address _____

Date _____

Age of child by July 5 _____ **Years** _____ **Months**

Readiness Checklist

	Yes	No
1. Will your child be 5 years old when he enters Kindergarten?	___	___
2. Can others easily understand your child when he speaks to them?	___	___
3. Does your child pay attention to a short story when it is read and answer simple questions about it?	___	___
4. Is he able to draw and color a picture, beyond a scribble?	___	___
5. Is he able to zip or button up his sweater or jacket?	___	___
6. Is he able to walk backwards for 5 or 6 feet?	___	___
7. Is he able to stand on one foot for 5 or 10 seconds?	___	___
8. Is he able to walk a straight line?	___	___
9. Is he able to fasten buttons he can see?	___	___
10. Is he able to take care of his toilet needs?	___	___
11. Is he able to tell the left hand from the right?	___	___
12. Is he able to travel alone to and from school, or go to a friend's house about 2 blocks away?	___	___
13. Is he able to be away from his parents for about two or three hours without being upset?	___	___
14. Is he able to cross a street safely?	___	___
15. Is he able to repeat a series of 4 numbers without practice, such as "say after me: 7-2-4-6."	___	___
16. Is he able to repeat 8 or 10 word sentences if you say it once? "The girl ran all the way to the store for her mother."	___	___
17. Is he able to follow about 2 or 3 directions after being told once, such as: "Bring me a book, skip around the room and shut the door."	___	___
18. Is he able to count 5 objects?	___	___
19. Is he able to give the last word to all of the following? "A fire is hot; ice is _____." "A jet goes fast; a turtle goes _____." "Daddy is a man; mother is a _____."	___	___
20. Is he able to put together a simple puzzle?	___	___
21. Can he tell what is missing if you draw a stick picture of a man and leave out eyes, or a leg, or an arm?	___	___
22. Is he able to draw or copy a square?	___	___
23. Can he name a cross, a square and circle when he sees it?	___	___
24. Can he name about 6 colors you point to?	___	___
25. Can he tell you what his eyes, ears and mouth are used for?	___	___
26. Is he able to tell you what ways a sweater, shoe and hat are the same?	___	___
27. Does your child take an interest in the books, magazines that are around the house?	___	___
28. Is your child willing to go to school?	___	___
29. Does he ask when he can go to school?	___	___
30. Have you heard him pretend to read?	___	___

How to Use the Results of This Form

Count the number of items you were able to answer with a "Yes" response. Consult the table below for information relative to their state of readiness for school.

28-30 — Readiness assured
24-27 — Readiness probable
20-23 — Readiness questionable
16-19 — Readiness doubtful
15 or below — Readiness unlikely

Project Ready, Corona, California (CFI #3)

Standardized Tests

1. *CTBS Espanol, Level B,* McGraw Hill, Monterey, California, 1978.
2. *Cooperative Preschool Inventory*—Dr. Bettye M. Caldwell, Revised edition, Princeton Educational Testing Service, 1970.
3. *Denver Developmental Screening Test,* William K. Frankenburg, M.D. and Joseph B. Dodds, Ph.D., University of Colorado Medical Center, 1969.
4. *Metropolitan Readiness Test,* Harcourt, Brace Jovanovich, New York.
5. *Peabody Picture Vocabulary,* Amer. Guidance Service Inc., Circle Pines, MN 55014.
6. *Santa Clara Inventory of Developmental Tasks.*

My Ideas

THE PRE-ELEMENTARY CLASSROOM

In many of the pre-elementary programs the classroom was used as the instructional setting. Although the information provided is a bit sketchy, it appears that the majority of programs used the traditional pre-school classroom arrangement. Interest centers generally included:

(1) The Housekeeping or Dramatic Play Area
complete with props, including:
- -kitchen furniture and equipment
- -bedroom furniture including doll beds
- -ironing board and iron
- -a variety of "dress up" clothing, shoes, jewelry and other accessories
- -telephones

(2) The Library Area
complete with:
- -books
- -bookshelves
- -table and chairs
- -rocking chair
- -rugs
- -pillows

(3) The Block Area
equipped with:
- -wooden blocks in a variety of shapes and sizes
- -cars and trucks
- -variety hats

(4) The Science Area
These varied greatly and often included:
- -animals
- -plants
- -simple science experiments, e.g., dry beans on wet cotton; things that float, soapy water for bubbles.
- -materials that encourage scientific experiments, e.g., magnets, paper clips, charcoal granules, simple science books.

(5) The Art Area
Stocked with a variety of materials, including:
- -easels
- -various kinds of paper: manila, finger paint, construction, easel, tissue.
- -"junk" materials for collages
- -paint in various colors and textures. All primary colors of tempera and finger paint
- -starch
- -straws, popsicle sticks, etc.
- -crayons, pencils, chalks

(6) The Cognitive Area
Equipped with an array of educational toys, including:
- -pegs and peg boards
- -puzzles
- -lotto games
- -form boards
- -number games and toys, e.g., Cuisinaire rods
- -games to teach shapes and sizes, e.g., attribute blocks

A variety of unique materials were used as instructional aids in the interest areas. The Boston University program developed extensive materials lists for some of the interest centers. A detailed sampling of their ideas for materials are outlined in the following pages. In some instances, suggestions for use of the materials are included.

The Science Interest Area

A science area is a place in the classroom where materials are made freely available to children for investigating, manipulating, comparing, and experimenting. Any fairly quiet area of the room will do. Have the children decorate the area with drawings or cut-out pages from nature magazines. Try to make the science corner visually exciting—an attention getter. Put out enough materials to allow for a variety of choices. It is important that all activities relate to one another to help a child build upon experiences and deepen his/her understandings.

A table can include books, pictures, manipulative materials, and displays. Try to center your science area around current interests in the classroom. Try to change the materials every few weeks, or as the corner becomes less popular. There is nothing sadder than a stale science area.

List of Materials

1. Commercial

The following is a list of commercial science materials you may want for your classroom.

-magnets—various sizes, shapes, and strengths
-magnifying glasses—various sizes
-mirror
-prisms
-color paddles or filters
-gyroscope or top
-thermometer
-fulcrum balance, kitchen scale, bathroom scale
-sand and water play table and equipment: plastic tubes, plastic funnel, medicine droppers
-flashlight
-insect nets
-ant farm
-fish and aquarium
-guinea pigs, gerbils, rabbits, hamsters, mice, and equipment
-pulley and wheels
-plant seeds, bulbs, dirt, planters
-cooking materials: hot plate, measuring utensils, ice cream maker (crank type), popcorn popper, peanut butter maker, food grinder
-ruler, yardsticks, tape measure
-tongs, tweezers
-bicycle or camping air pump
-clock, preferably with second hand
-bird houses (if you don't want to make one)
-gears and geared devices
-stethoscope
-latches and knobs
-lever devices
-"slinky" toys
-pinwheels or windmills, weather vane
-fossils

2. Free or Inexpensive Materials

The following is a list of free or inexpensive materials you may want for your science area:

-materials for weighing and balancing: styrofoam, beans, rice, sand, shells, buttons, pebbles, bottle caps, spools, nuts, pine cones, rubber bands, washers, nuts and bolts, nails, leaves, twigs, water
-plastic and paper bags
-materials for water and/or sand play: straws, paper cups, net material, string, small pots, tins, plastic jars, shovels, spoons, rakes, pails, scoops, twigs, wood, cork, shells, sponges, styrofoam, watering cans, cups, cheesecloth
-assorted rubber bands
-collection of natural materials: rocks, shells, twigs, fur pieces, mosses, flowers, leaves, feathers, pine cones, specimens, spider webs, cocoons, seed pods, soil samples, seaweed
-drinking straws, paper and plastic
-old locks and keys
-rope
-nuts and bolts
-clamps, clips, clothespins, paper clips
-materials for magnet play: beans, cotton, stones, paper clips, rubber bands, plastic containers, coins, tin cans, bottle caps, styrofoam, children's sewing machine, variety of small metal objects
-hooks and screw eyes
-laminated pictures from *National Geographic* or other nature magazines
-wire, assorted weights, some insulated
-plastic containers with lids, many sizes
-wax paper, plastic wrap, aluminum foil
-tongue depressor blades
-collection of nature fiber fabrics: woolens, cottons, linens
-collection of synthetic fiber fabrics: nylon, rayon, polyester, and acrylics
-whole grains: wheat, oats, rye, rice, corn, etc.
-gourds, pumpkin, variety of squash
-concrete, asphalt, gravel

The Math Interest Area

Some teachers choose to present math activities in a quiet area of the room. Others prefer to set up a math area or math table for children to work. Whatever the preference, a classroom should offer a variety of math-related materials. Fortunately, most math activities are flexible enough to appeal to children within a wide range of developmental levels and abilities.

List of Materials

1. Commercial Materials

The following is a list of commercial materials that might be included in a preschool math program:

-wooden blocks, various sizes
-pegboards and pegs (can also be made)
-geoboards (can also be made)
-abacus
-nesting cubes
-three-dimensional shapes, wooden
-cash register
-dominoes
-math-related books
-number/shape lotto games
-clock puzzles
-attribute cards
-mosaic puzzles
-Cuisenaire rods
-plastic, two-dimensional shapes for feeling, tracing
-Unifix cubes
-flannel board numbers (can also be made)
-Matchmates (puzzles—matches pictures with number)
-sandpaper numbers (can also be made)
-Montessori number rods
-fulcrum balance, pan balance scale
-1-10 stair (ETA)
-1-5 bead stair (ETA)

2. Free and Inexpensive Materials

Many materials that can be used in math areas or activities can be obtained free or inexpensively. The following is a partial list of such materials:

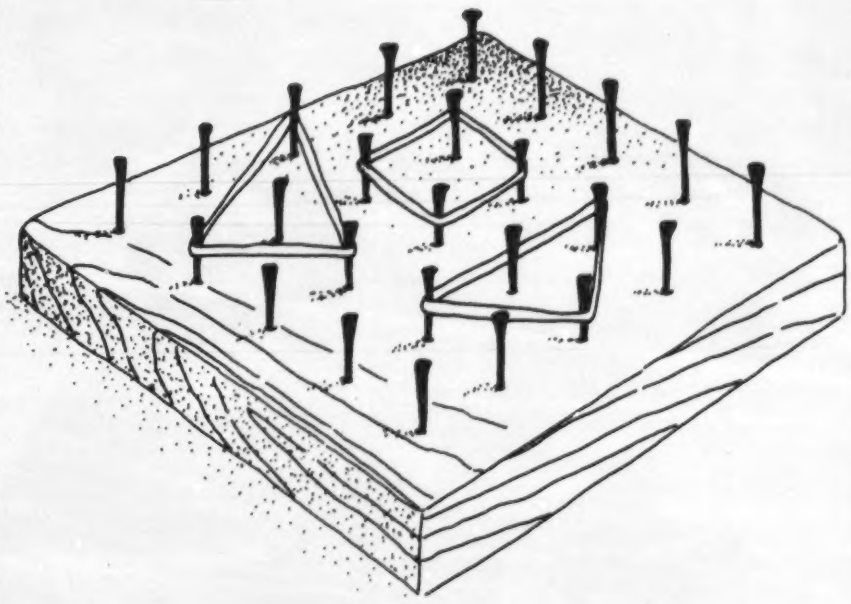
-clothespins, paper clips
-hangers
-pegs and pegboard
-string, rope
-dice, old domino set, checkers
-old playing cards
-materials for sorting and counting: beans, peas, buttons, styrofoam pieces, poker chips, popsicle sticks, marbles, pebbles, shells, straw, ribbon, toothpicks, beads, spools, cancelled stamps, bottle caps
-felt board and felt pieces (can be made)
-stamp pad and stamps
-telephone book
-tickets
-materials for grocery store: paper bags, boxes, cartons, plastic bottles, old plastic fruit, plastic vegetable trays, buttons, aprons
-paper streamers, straws, different lengths of ribbon and string
-doweling, unmarked wood
-rulers, tape measures
-paper, pencils, magic markers, crayons, scissors, paper fasteners, rubber bands
-muffin tins, egg cartons (other sorting trays)
-spools
-various types of scales
-egg timer, old clock, stop watch
-1-inch graph paper
-cardboard, oaktag
-quart and gallon containers, measuring cups, spoons

Where to get free materials

-camera stores—plastic film containers
-bottling firms—bottle caps, large cardboard tubes
-cleaners and tailors—buttons, hangers, scrap material
-airline companies—plastic cups, travel posters
-billboard companies—pieces of billboard to use as posters
-leather manufacturers, shoe and pocketbook manufacturers—scrap pieces of leather and lacing
-upholsterers, textile companies, floor covering companies, wallpaper and paint stores—color samples, wood, linoleum, and tile samples, formica squares, wallpaper books, fabric scraps
-container companies—large cardboard sheets

-garment and button manufacturers—fabric, yarn, buttons
-electric power companies (call Public Relations Department)—telephone poles, wooden cross arms, steel ground rods, wire, packing materials, large spools
-telephone company—excess colored wire
-restaurants—ice cream containers, corks, bottles, boxes, cartons
-plumbers and plumbing supply companies—wires, pipes, linoleum, tile scraps
-tile and ceramics companies—scraps of ceramic and mosiac tile, inexpensive tile by the pound
-paper companies—samples and ends of various kinds of paper, large cardboard tubes for building furniture
-junk yards and scrap metal yards—wheels, gears and moving parts from old machines, handles, knobs, broomsticks, hinges, fittings
-contractors and building supply companies—lumber, pipes, wire, wallpaper, linoleum, tiles, molding, sawdust, wood curls
-plastics company—trimmings, cuttings, tubing, scrap plastic and plexiglass
-electronic manufacturers—styrofoam packing, printed circuit boards, discarded components
-rug companies—sample swatches, end pieces of carpet
-lumber suppliers and furniture makers—scrap wood, damaged bricks, concrete blocks, doweling, wood scraps, sawdust, wood curls
-hardware stores—sample hardware books, tile charts, linoleum samples
-supermarkets and outdoor markets—cartons, packing materials, fruit crates, large cardboard and other display materials, display racks, fruit trays
-department stores—fabric and rug swatches, corrugated packing cardboard, large packing boxes from refrigerators, washing machines, etc.

Geoboards



Geoboards can be bought commercially, or can be homemade.

To make your own geoboard, you will need: 3/8"-inch plywood, 12" by 12", round-head nails (preferably brass)—1-inch long, varnish, assorted rubber bands.

Directions:

1. Using a ruler and pencil, make 25 dots on board. Dots should be 2" apart from each other in all directions as shown in figure. Measure very carefully.
2. Sand and varnish boards.
3. Carefully drive the nails through the dots into the wood. Hammer until the nails are firmly secured, but still sticking out. Make sure the nails are straight and driven to an even depth.
4. When finished, children use rubber bands to wrap around the nails.

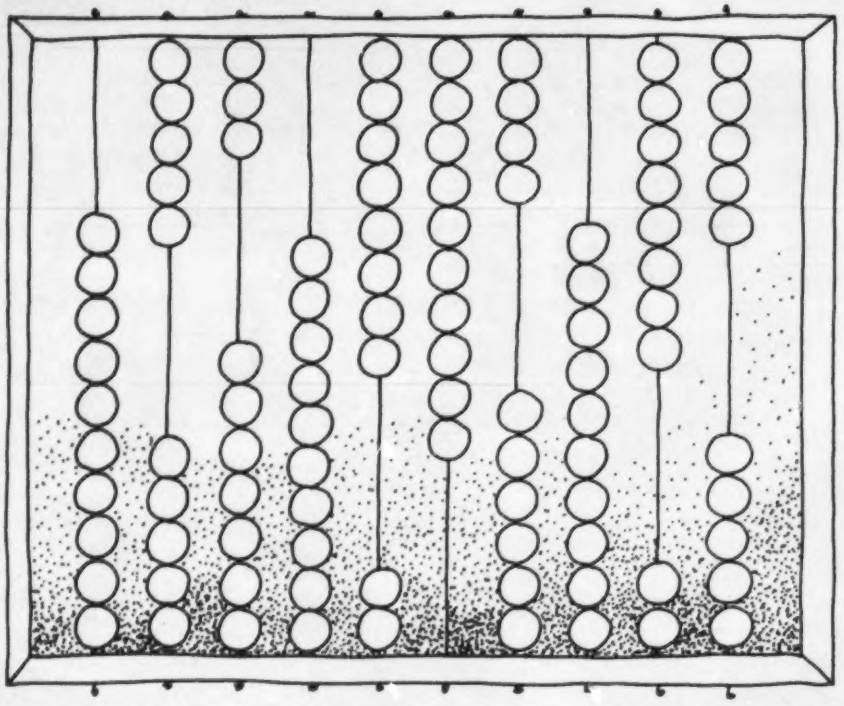
Some ways to use the geoboard:

1. Making lines. Make a long line, a longer one. What is the longest line you can make? The shortest?
2. How many different size squares can you make? How many different sized triangles? How many different shaped triangles can you make? Rectangles?
3. Make a 4-sided shape that is not a square or a rectangle. Can you make a 5-sided shape? A 6-sided shape?
4. What is the most sided figure you can make on your geoboard? Can you make a circle?
5. Copycats. Can you make a shape that is exactly like the one that I've made? Can you make a bigger one with the same shape?

For more ideas, consult these books:

Geoboard Geometry—Margaret Farrell, Creative Publication
Geosquare Teacher's Guide—Scott Scientific
Geoboard Geometry—Caleb Gattengno, Cuisenaire
Inquiry into Mathematics via the Geoboard—Donald Cohen, Walker

The Abacus



The abacus, a familiar piece of equipment in many preschool classrooms, is sometimes neglected. The following includes a few suggestions for how it can be used:

One-to-one Correspondence, matching beads from two rods. "These are my apples. Can you give me a lemon for every one of my apples?" or "Show me as many blue beads as there are red beads." You can explore inequalities. "Are there as many red beads as blue beads?" "Are there more red beads?" "How many blue beads will I need to make the amounts equal?" or "Here are my red beads. I need more blue beads than red beads. Will you give me the blue beads?"

Counting. "I would like 5 cherries, please." or "How many yellow beads did I take?"

Grouping. "Split this line of beads up into 2 groups. How many beads are there in each group? In the whole line (both groups together)? Group the line of beads another way. How many beads are there in each group? On the whole line?"

Addition and Subtraction. "You've got 2 scoops of strawberry ice cream. Take two more scoops. Now how many do you have?" or "How many yellow beads do I have?" "Take some of my beads away and count them as you take them. How many did you take? How many do I have left?"

How to make an abacus.

Good commercial abacuses are probably the sturdiest, but if you don't have one in your classroom, you can make your own.

For the frame: Make a wooden frame, or use a picture frame or cardboard shoe box.

Beads: Large ones are preferable.

Stringing materials: Use wire or heavy duty string.

Drill or make holes on the sides of the frame. String beads (10 in a row) and attach ends of string to holes on the frame.

Pegboards

They can be purchased commercially or made at home. To make a pegboard set, you will need a 2' x 1' piece of holed hardboard (you can buy at hardware or lumber store). pegs are available from many educational supply houses and are very inexpensive. There are various sizes of pegs, so be careful that the pegs you buy fit standard pegboards.

Pegboards are open-ended and can be used in a variety of way:

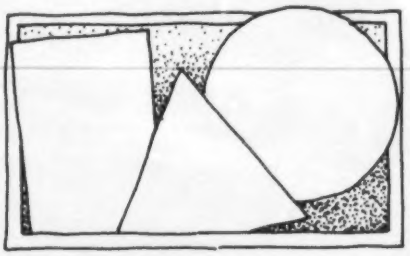
-sorting colored pegs
-matching pegs in a one-to-one correspondence: "Stick in a blue peg for every red peg on the line."
-finding inequalities: "Are there more green pegs or yellow ones?"
-counting pegs
-grouping pegs
-adding and subtracting pegs
-just playing with pegs. . .

Shape Sorting

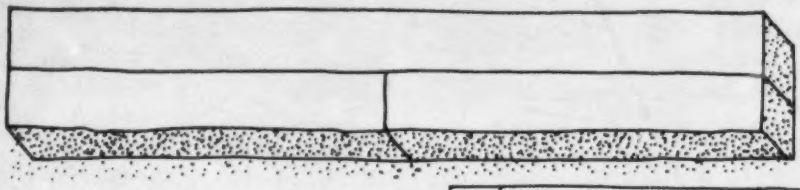
Materials: Assorted objects—*TRIANGLE:* triangular blocks, triangle (musical instrument), folded napkin, large triangular paper clips; *rectangle or square:* boxes, books, cartons, blocks, boards, kerchiefs; *circle:* plates, tape, wheels, lids.

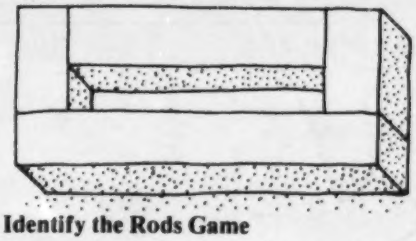
Masking tape, large paper square, circle, rectangle and triangle.

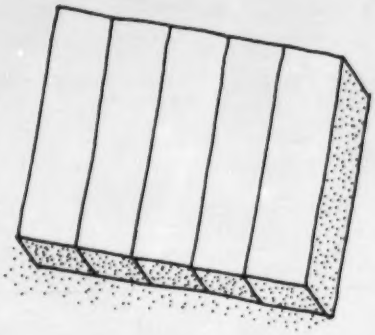
To play: Put out paper shapes on floor or use masking tape to make shapes on floor. Children sort objects according to shape and place the objects on the appropriate shape.



Cuisenaire Rods







Let the children play freely with the rods. Some children might like to build with them, or use them in dramatic play.

Sort the rods by color or size.

What kinds of shapes can you make from the rods?

Ask children to find a small rod, a smaller rod, a bigger rod. Which rod is longer? Shorter?

Trace around the Cuisenaire rods on a piece of paper. Make a pattern or a picture with the rods. Children can place appropriate rods in tracings to "fill in" the picture. Children can also do the tracing to make their own patterns.

Identify the Rods Game

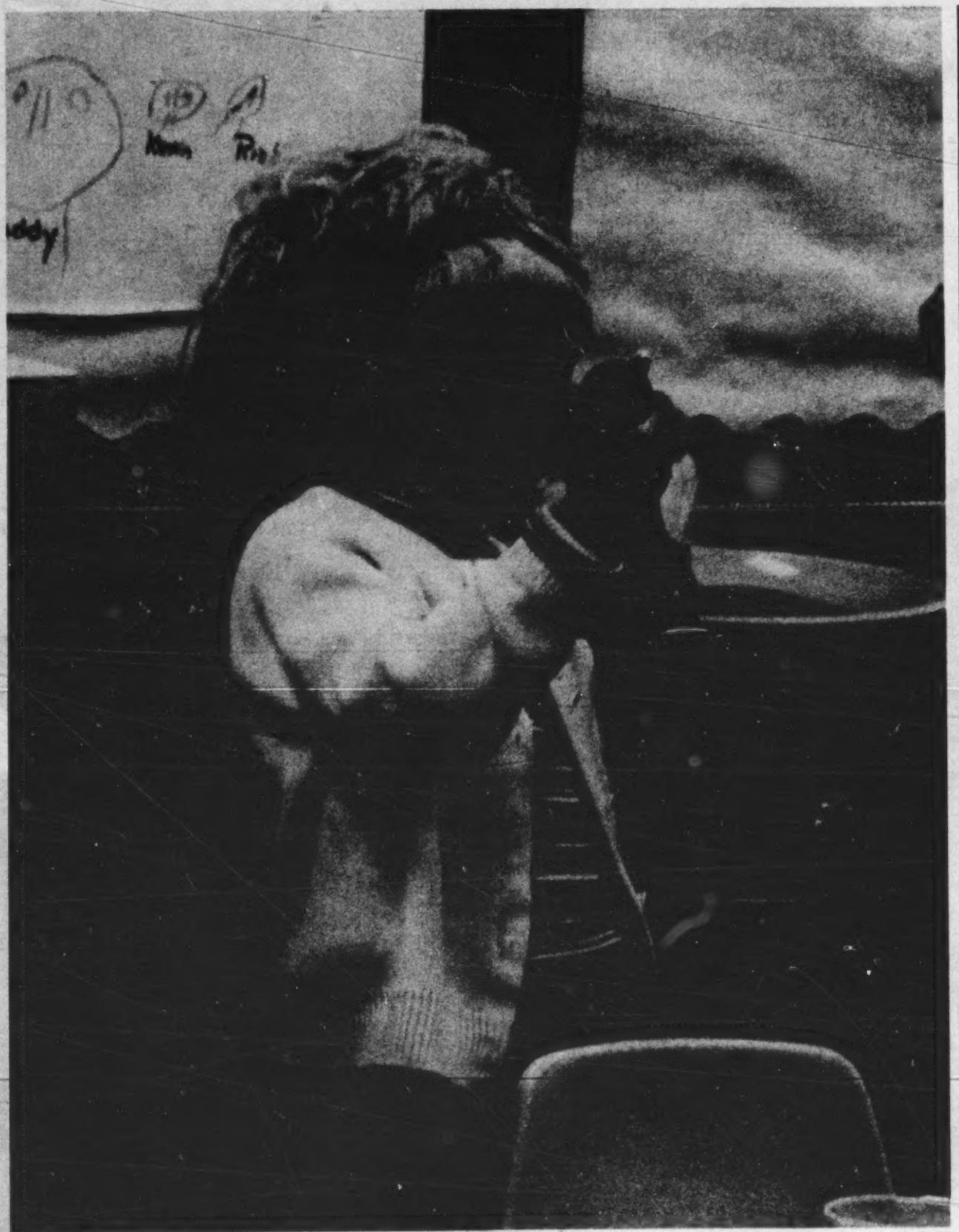
Choose 5 rods of different colors and put them in a bag. Without looking, put your hand in the bag and feel one of the rods. Try to guess the color of the rods. (This game is for children who have had experience playing with the rods.)

Let children work at lining up rods. Can you make two lines of rods that are the same length? Can you make one line longer than the other?

Give a child two different rods and ask him/her to find a rod that can be combined with the smaller of the two given rods to match the larger rod.

How many white rods fit into (match) the green rod? The red rod? Find two rods that will match (when lined up, will be as long as) the blue rod. Find two other rods that will match the blue. Find three rods that will match.

My Ideas



The Dramatic Play Interest Area

The materials and props historically used in pre-elementary classrooms are designed to aid in the acquisition of a variety of skills. Reading, however, is not usually one of those skills.

The Boston University program has developed a variety of symbolic props that, when added to the dramatic play area, encourage the development of pre-reading skills. These materials have been successfully used by the program.

The following pages outline symbolic props for five dramatic play settings.

House Play

Materials commonly provided for house play

-kitchen furniture, including a stove, sink, refrigerator, table and chairs and storage shelves
-tablecloth or place mats
-small chest of drawers and doll bed
-artificial flowers
-several dolls and stuffed animals
-dolls' clothes, blankets and bottles
-old adult clothes for children to dress-up in, including hats, gloves, jackets, neckties, scarves, jewelry, etc.
-assortment of dishes, silverware, pots and pans, and cooking utensils (e.g., cookie cutters, wooden spoons, wire wisks, etc.)
-plastic replicas of fruits and vegetables
-empty containers from food, cleaning products and toiletry items such as baby powder
-dustpan and small broom
-telephones
-Brown paper bags or plastic net bags to use for "shopping" or "picnicking."
-container of non-sticky playdough.

Suggestions for using symbolic props in house play

Place empty food containers in the house area. Children can bring these from home or the teacher can bring them. The words on the containers provide opportunities for children to "read."

Post recipe charts used in previous cooking projects on the wall of the house area. Children will often use these in their pretend cooking, especially if empty containers for the ingredients needed in the recipes are also available.

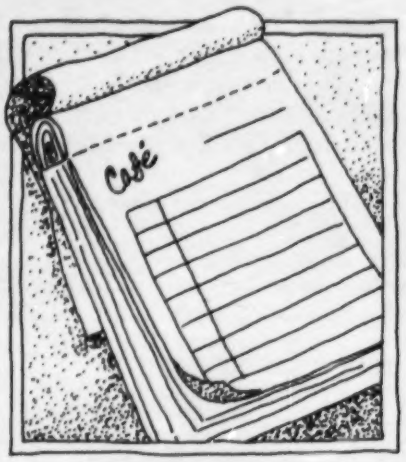
Write down recipes used in previous cooking projects. Collect these together in a tagboard "cookbook" and place it in the house area. Children will use it in their pretend cooking.

Write the children's names and telephone numbers on tagboard pages to make a telephone book. Place it in the house area near the telephone. Add other pages with numbers for important places such as the fire or police stations. If firehats and short pieces of hose are available in a block area, play between the house and fire house can develop, and children can use the phonebook to find the fire house number.

Place paper, pencils and envelopes in the house area. Children can "write" lists for items needed in the grocery store, or they can "write" letters to friends. A mailbox outside the house play area can encourage letter-writing, and a mail carrier's hat and bag can encourage someone to play mail carrier.

Place books in the house area so that children can read alone, to each other, or to their dolls.

Hang a plaque with an appropriate saying or poem on the wall in the house area. "Home Sweet Home" would be an example of a good one.



Restaurant Play

Materials commonly provided to support restaurant play

-table and chairs
-simple food items and equipment and utensils needed to prepare the foods for eating
-paper plates, forks, spoons, napkins, straws, and any other items needed in eating the foods
-table cloths (these can be "made" out of newspapers)
-dress-up clothes such as chefs' hats and old shirts for waiter and waitress uniforms
-small trays for serving food. These might be made from heavy cardboard
-wastebasket for food scraps, used plates, napkins, etc.
-small broom and dustpan
-wash cloths or sponges for wiping the table
-source of water to wash dishes, cooking utensils, hands, etc.

Suggestions for using symbolic props in restaurant play

OPEN and CLOSED signs to post at restaurant entrance.

Magnetic board and magnetic letters to make a menu sign to place outside the restaurant where prospective customers can see it.

Individual paper menus for use by customers in ordering at the table.

Pencils and small pad of paper for waiters and waitresses to write on.

Recipe charts to use in "cooking" the food that is served in the restaurant. A few recipes could be written down in a restaurant "cookbook."

Beauty or Barber Shop Play

Materials commonly included for beauty or barber shop play

-table for barber or beautician to place needed materials on
-chair(s) for the customer(s)
-kitchen sink unit like those used in house play
-pieces of cloth or towels to place around customer's neck, or to use as towels. Pincer clothespin to secure towel ends.
-several combs, and plastic containers to store these in
-dish of soap solution for dirty combs
-hand mirror, and an upright mirror
-hair rollers, barrettes, hair pins
-empty hair products containers (e.g., shampoo, hair spray)
-plastic razor
-small watercolor brush and dish of water to use in "manicures"
-telephone

Symbolic props to use in beauty or barber shop play

-posted signs which say BEAUTY SHOP or BARBER SHOP
-OPEN and CLOSED signs to hang at the entrance (make these)
-price lists posted on wall:

SHAMPOO	**$3.00**
HAIRCUT	**$4.00**
SHAVE	**$2.00**

-pictures of men and women with different hair styles on a wall in the beauty and barber shop areas. Label the pictures according to hair styles shown.
-containers labeled "rollers," "combs," "dirty combs," etc.
-appointment book (make this)
-books and magazines placed in the area for waiting customers to read

Fire Station Play

Materials commonly provided for fire station play:

-climbing box or building blocks to use in creating a fire station
-firefighter hats
-old shirts to use for firefighters' jackets. Old galoshes to use as firefighters' boots.
-small lengths of old garden hose to use as water hoses
-bell to use as a fire alarm
-portable ladders to use in rescue operations (Use only where safe. Ladders are safe to use with a climbing box, but not safe to use with blocks.)
-stretchers made from broom handles and canvas for children to use in rescue missions
-old flashlights to use in search operations
-telephone

Suggestions for using symbolic props in fire station play

Make, or help the children make a sign that says FIRE STATION. Leave it in the area where fire station play usually develops. Children can use the sign to label a climbing box or a block building.

Place books for firefighters to read in their "off-duty hours" in the fire station area.

Place games for firefighters to play in their "off-duty hours" in the fire station area.

Make very simple maps of the room with areas labels. Firefighters

can use these maps to locate fires in the room.

Make a book with tagboard pages. Label pages with titles such as FALSE ALARMS, RESCUE MISSIONS, and REAL FIRES. This book can be used to log the firefighters' activities.

Post picture posters related to fire prevention on the walls of the fire station. For example, there are posters available about the dangers of playing with matches, or of not putting out a campfire, etc.

Make road signs for the "street" in front of the fire station. They might say, NO PARKING IN FIRE LANE, or DO NOT BLOCK DRIVEWAY.

Doctor's Office Play

Material commonly provided for doctor's office play:

-old white shirts and blouses for use as doctor and nurse dress-up clothes
-medical props such as stethoscopes, popsicle sticks or straws (thermometers), strips of white fabric (bandages), plastic syringes, cotton balls, and old flashlights
-telephone
-dolls and dolls' clothes
-dress-up clothes in house area so that children can dress-up to go to the doctor's office.

Suggestions for using symbolic props in doctor's office play

Make DOCTOR IS IN and DOCTOR IS OUT signs for children to use as props in their play.

Make an appointment book for the "receptionists" to use in the office play. Children's names can be written in the book.

Post an alphabet letter chart on the wall of the office. This can be used by the doctor to check the patients' eyes.

Use ditto masters to prepare prescription forms for doctors to give to patients. The forms might look like this:

name_____

medicine _____

doctor _____

Provide pencils for both the doctor and receptionist.

Place books and games in the "waiting room" for patients who must wait to see the doctor.

Prepare simple health check-up forms for the doctor and nurse to use in their play. The forms might look like this:

Name _____
Heart
Eyes
Throat
Ears

Pre-Elementary Reading Collaborative Program, Boston University, Boston, MA (CFI #19)